



Student development tool

Meant as **help for both student and mentor** to follow up development during research training and to highlight practical, theoretical and personal skills that are important to develop.

Section I-II in the evaluation part can be filled out by both student and mentor and then used as a basis of discussion.

Section III-IV can be used as help for the student when preparing a presentation/report, but also as an evaluation tool of the work.

Name of student: Name of mentor: Date: Type of project/registration date for graduate students: Period of assessment (start/mid/end):

Outline of training project (goals and time plan – before starting the project)

Training goals (knowledge, skills and competence to be acquired):

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Project description (aim, background, research question, method – in brief points):

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Task of the trainee (what is your role in the project):

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Monitoring and evaluation plan (how/when):

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I. Planning and experimental performance (evaluation during/at the end the project)

Experimental skills (What experimental techniques have been trained/used?)

Planning (Timely completion and structure of experiments?)

Accuracy (How careful and precise are experiments performed?)

Documentation (How well are experimental plans and results documented?)

Comments



II. Personal development towards an independent researcher (evaluation during/at the end the project)

Motivation (eagerness of student to work on the project and responsibility of student for the success of the project)

Autonomy (how independent the student can perform experiments and critically interpret results from experiments)

Insight (perspective of the student to perform the right experiments related to the research question, determine the relevance of his/her results and design the next experiments accordingly)

Initiative (does the student his/herself come up with new suggestions for experiments to improve the project)

Creativity (can the student adjust the experiments and the design of the project in such a way as to improve the project)

Cooperation (how well does the student collaborate with fellow researchers in the project)

Comments



III. Assessment of oral presentation (give constructive feedback):

Overall story

Is the overall story clear and well presented? _____

Structure

Is the presentation adequately addressing the audience with background, aims, results and conclusion? _____

Planning/duration

Is the presentation balanced and finished within the agreed time? _____

Clear slides

Not too much text per slide, nice figures and good structure/order of slides? _____

Use of other media

Are appropriate media used for explanation? _____

Represents practical training

Does presentation reflect the project and give a good 'take home message' of the findings?

Discussion

Is student capable to answer questions from audience and discuss the results? _____

Comments



IV. Assessment of scientific report (give constructive feedback):

Process of writing

How much guidance was needed and how well was the student equipped to process the criticisms into improvements of the report? _____

Processing of literature

Is the current literature on the topic well represented and does the student place his/her own results in the light of recent findings of others? _____

Overall concept

Are the headlines and the details separated well, is the report balanced in structure, does the layout appear well taken care of? _____

Abstract/summary

Is the abstract concise including the aim of the project, the relevant results and the important conclusions? _____

Introduction

Does it reflect the background of the project including the aim; is it not too long with too many details? _____

Materials and Methods

Is it accurate including the right details? _____

Results

Are the main findings correctly reflected in either figures or tables? _____

Discussion/Conclusions

Are essentials and inessentials correctly separated and are findings discussed in the context of the current literature, are future perspectives discussed? _____

Comments